

2010 WINTER

# Assessment for the Changing Learning Environment

**THE COLLABORATION**  
for the advancement of college teaching & learning



*L. Dee Fink*  
Fink Consulting Dee Fink & Associates



*Peggy Maki*  
Peggy Maki Associates

**FEBRUARY 19–20, 2010**  
**FRIDAY–SATURDAY**

**SHERATON BLOOMINGTON HOTEL**  
**Bloomington, Minnesota**

**ALSO:**

*A rich assortment of almost 30 preconference and concurrent sessions on creating a culture of assessment, technology, rubrics and other assessment tools, collaboration, and other topics.*

**PROFESSIONAL** *Development Conference*

As challenging as it is, assessment of student learning and educational programs is more critical than ever now, as institutions scrutinize more closely the return from ever more limited resources. What's more, assessment today has to take into account learning and working environments characterized by accelerating change. Technology is a major factor in this—whether with respect to new educational models, such as online learning, blended courses, simulations, and the use of email and social networking to increase student interaction and augment or replace faculty office hours, or in the use of e-portfolios and other online assessment tools. Other factors that must affect our approaches to assessment include changing perspectives on where learning takes place—outside the classroom through community engagement or study abroad, for example, or through programs that fall under the auspices of student development; increasing student diversity; and the evolving role of faculty.

The primary goals of this conference are, first, to explore the implications of changes in the learning environment for how colleges and universities frame their approaches to student assessment, and second, what new opportunities exist in our rapidly changing working environment to strengthen assessment practices and make them more efficient and productive.

We are pleased to welcome L. Dee Fink as our opening plenary speaker. Fink is a nationally recognized expert in teaching and faculty development. He is author of *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (Jossey-Bass, 2003) and co-editor of *Team-Based Learning: A Transformative Use of Small Groups in College Teaching* (Stylus, 2004). Fink will discuss assessment methods for the learning-centered institution. Our closing plenary speaker will be Peggy Maki, author of *Assessing for Learning: Building a Sustainable Commitment across the Institution* (2004) and co-editor of *The Assessment of Doctoral Education* (2007). Maki will address best practices for technology-based assessment.

## ROUNDTABLE RECEPTION FOR INSTITUTIONS COPING WITH DIFFICULT ECONOMIC TIMES

*Thursday, 7:30–9:00 p.m. — Separate registration required. Free.*

This year, higher education institutions have been experiencing some of the most difficult challenges that colleges and universities have faced in the past fifty years. Participants from these institutions are invited to attend this informal gathering to socialize, discuss issues of common concern to your institutions, and provide input for Collaboration planning. Please indicate on your registration form if you will attend.

## PRECONFERENCE SESSIONS

*Friday, 8:00–10:30 a.m. — Separate registration required.*

### A DEVELOPING AND USING RUBRICS TO PROMOTE EXCELLENCE

*This preconference session is based on The Collaboration's Traveling Workshop, "Developing and Using Rubrics to Promote Excellence."*

*Lenore Kinne, Assistant Professor, Kinesiology, Health and Educational Foundations Department  
Northern Kentucky University*

What does excellence look like? Rubrics help us answer that question—for ourselves and for our students. A well constructed rubric helps clarify student learning outcomes and provides a clear picture of how student work will be evaluated. Rubrics have many benefits including communicating expectations to students, providing feedback to students, and helping ensure that our grading is unbiased. Although it can be challenging to write assessment criteria that capture the higher-level skills that we want our students to demonstrate, it is worthwhile work that can actually save us time in grading. This workshop will present samples of various types of rubrics (developmental rubrics, absolute rubrics, holistic rubrics, analytical rubrics, general rubrics, task-specific rubrics), and focused training on the development of task-specific and analytic rubrics. Participants may bring a student assignment for which they would like to create a rubric, or they may use a sample assignment provided by the facilitator.

## PROGRAM SCHEDULE

### THURSDAY, FEBRUARY 18

7:30 - 9:00 p.m.

Roundtable Reception

3:30 - 4:45 p.m.

Concurrent Session II

5:00 - 6:00 p.m.

Reception

### FRIDAY, FEBRUARY 19

7:30 a.m.

Registration Opens

### SATURDAY, FEBRUARY 20

7:30 - 9:15 a.m.

Faculty Developers'

8:00 - 10:30 a.m.

Preconference Workshops

Breakfast Session

10:45 a.m. - 12:15 p.m.

Opening Session

7:30 - 9:45 a.m.

Continental Breakfast

12:30 - 1:30 p.m.

Lunch

8:00 - 9:15 a.m.

Concurrent Session III

1:45 - 3:00 p.m.

Concurrent Session I

9:15 - 9:45 a.m.

Break

3:00 - 3:30 p.m.

Break

9:45 - 11:00 a.m.

Concurrent Session IV

11:15 a.m. - 12:30 p.m.

Closing Session

## PRECONFERENCE SESSIONS, continued

Friday, 8:00–10:30 a.m. — Separate registration required.

**B** *Velma Lashbrook, Assessment Consultant, Center for Leadership Studies  
Augsburg College*

### **ONLINE PERFORMANCE: Strategies for Structuring and Assessing Learning Activities and Assignments**

This interactive session focuses on how to assess online performance for blended, hybrid, and fully online courses. You will learn what the literature tells us and leave with specific strategies for structuring assignments and assessing performance. During the session, you will have the opportunity to apply and add to these strategies to create effective ways to assess participation, quizzes and exams, written and oral assignments, and team projects.

**C** *Peggy Maki, Consultant  
Peggy Maki and Associates*

### **PLANNING ASSESSMENT BACKWARDS TO DIVE DEEPER INTO PEDAGOGY**

A recent preliminary report from the newly established National Institute for Learning Outcomes Assessment concludes that institutions are doing more to assess student learning than higher-education officials and policy makers may think. However, campuses are not doing enough to use the data they collect to improve teaching and learning. We should rethink how to plan and implement an assessment process that results in effective pedagogy, instruction, curricular design and educational experiences. This workshop will take participants through a design process built on raising and connecting research with learning outcomes that faculty will apply to students' learning to ascertain why students are or are not able to retain, apply, integrate, use, and re-use their learning. Beginning the design process by collaboratively raising a research or study question shapes all of the tasks involved in assessment, including principles for selecting direct and indirect methods and for articulating criteria and standards of judgment. This backward design process leads to evidence-based discussions that, in turn, lead to innovations or changes in educational practices.

**D** *Pam Pinahs-Schultz, Professor and Assessment Director, Department of Health Service  
Carroll University*

### **FOCUS GROUPS, SURVEYS, AND RUBRICS—OH MY**

Although faculty feel comfortable establishing program-level student learning outcomes and identifying effective learning strategies to achieve them, they often feel overwhelmed when it comes to designing assessment tools that measure learning. To make matters worse many faculty have invested considerable time and effort in implementing program level assessment and find their efforts do not always yield results that are helpful. This session will provide participants with guidelines/activities for constructing three of the most common assessment instruments for measuring student learning outcomes at the program level as well as a variety of approaches for analyzing and presenting data to stakeholders. Data sets for analysis and reporting will be provided by the presenter. However, participants are encouraged to bring copies of their student learning outcomes for use in instrument construction.

## OPENING SESSION

Friday, 10:45 a.m. – 12:15 p.m.

### **ASSESSMENT IN A LEARNING-CENTERED INSTITUTION**

*L. Dee Fink  
Consultant  
Fink Consulting, The IDEA Center*

As colleges and universities strive to become more learning-centered, they need to learn about the different kinds of assessment needed to achieve excellence. In this presentation, the presenter will lay out a conceptual framework for identifying the multiple dimensions of activity in a learning-centered institution and examine the kinds of educational assessment needed in each dimension.



*L. Dee Fink is a nationally recognized expert on college teaching and faculty development. After receiving his doctorate from the University of Chicago in 1976, he accepted a faculty position at the University of Oklahoma. In 1979 he founded the Instructional Development Program at the University of Oklahoma and served as its director until his retirement from Oklahoma in May 2005. He was president of the POD Network (Professional and Organizational Development) in Higher Education (2004–2005), the primary professional organization for faculty developers. At the present time he works as a national consultant in higher education. He is the author of *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (Jossey-Bass, 2003) and co-editor of *Team-Based Learning: A Transformative Use of Small Groups in College Teaching* (Stylus, 2004).*

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as of December 3, 2009

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- Morningside College
- Mount Marty College
- North Dakota State College of Science
- North Dakota State University
- Northern State University
- North Hennepin Community College
- Northland Community & Technical College
- Northwest Iowa Community College
- Northwestern Health Sciences University
- Presentation College
- Saint John's University
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- Sinte Gleska University
- Sitting Bull College
- South Central College
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(System offices and other nonprofit organizations)

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- Johnson C. Smith University
- Mississippi Valley State University
- Morris College
- Northwest Indian College
- Valencia Community College
- Xavier University of Louisiana

# CONCURRENT SESSIONS

For more information, see session abstracts at [www.collab.org](http://www.collab.org).

## Concurrent Sessions I

- A. Making the Leap to Critical Reading, Writing, and Thinking
- B. Peer Consulting: A Tool for Building Assessment Capacity
- C. A Conversation with L. Dee Fink and Peggy Maki
- D. Web-Based Assessment for Data-Driven Curricular Revision and Student Development
- E. Utilization of National Surveys and Standardized Tests for Program-Level Assessment
- F. Student as Assessors: Putting Assessment in the Hands of Students
- G. Multicultural Competence and Learning Outcomes Assessment Across the Undergraduate (Co-) Curriculum

## Concurrent Sessions II

- A. Utilizing Non-Cognitive Entrance Information to Improve Student Learning Assessment
- B. Assessing Interdisciplinary Student Work to Support Curriculum Development
- C. Peer Assessment of Student Webpage Development: A Real World Simulation
- D. More Than “A Nice Thing to Do”: Assessing Service-Learning’s Outcomes
- E. The Collegiate Learning Assessment: Is it Worth the Cost?
- F. Using Class-Capturing Software to Assess Communication Skills
- G. Assessing Information Literacy: Faculty and Library Collaboration to Increase Student Learning

## Concurrent Sessions III

- A. Big Time Assessment at a Small Community College
- B. An Introduction to Clickers and E-Portfolios as Assessment Tools
- C. Supporting Collaborative Assessment Efforts Using Data Management Technology
- D. “Will they Have to Draw a Sailboat?” Assessment in the Arts and Humanities
- E. Meaningful and Manageable Assessment at the Department Level

## Concurrent Sessions IV

- A. Assessing Mission Alignment: An Integrative Approach
- B. Assessment-Driven Faculty Development
- C. Evaluating Teaching: A New Approach to an Old Problem
- D. Designing Collaborative Department Assessment: What Do We Need to Learn?
- E. Making Feedback Meaningful and Motivating in Online or Traditional Classrooms
- F. State Your Case! Assignments and Assessments that Improve Students' Arguments

## RECEPTION

Friday, 5:00–6:00 p.m.

Join us at our gala reception featuring delicious appetizers, live music, and a cash bar. Connect with friends and colleagues in this relaxed and enjoyable setting.

## FACULTY DEVELOPERS' BREAKFAST SESSION

Saturday, 7:30-9:15 a.m. — Separate registration required

Julie Plaut, Executive Director  
Minnesota Campus Compact

Mary E. Savina, Charles L. Denison Professor of Geology and Director of Archaeology  
Faculty Assessment Coordinator  
Carleton College

At many campuses, interest in service-learning pedagogy is growing, thanks in part to student enthusiasm, advocacy by committed staff and faculty, and research identifying service-learning as a “high-impact educational practice.” What are the challenges and benefits of this kind of engaged teaching and learning? How can faculty developers support the effective integration of community-based work into academic courses? What potential collaborators exist on campus and at partner organizations? Join your colleagues for a rich exchange of ideas and resources, addressing these questions and others that reflect session participants’ experiences and goals.

## CLOSING PLENARY SESSION

Saturday, 11:15 a.m.–12:30 p.m.

Peggy Maki  
Consultant  
Peggy Maki Associates

Wikis, blogs, Second Life, clickers, simulations, and online educational gaming are but a few of the numerous options available to us to assess our students’ learning. How do we determine if we should opt for technology-based assessment? Why should we bother to consider this question at all? Beginning with a case study that demonstrates how and why faculty in a discipline shifted to technology-based teaching and assessing, based on their students’ lack of ability to develop increasingly higher levels of conceptual understanding, this plenary focuses on describing current and emerging technology-based assessment methods to explore not only what students learn but also how they do or do not learn.

Higher education consultant, Peggy L. Maki, specializes in assisting higher education institutions, boards, and organizations integrate assessment of student learning into educational practices, processes and structures. Her work also focuses on assessment within the context of accreditors’ expectations for institutional effectiveness. She is the author of *Assessing for Learning: Building a Sustainable Commitment across the Institution (2004)* and co-edited *The Assessment of Doctoral Education (2007)*. As the former Senior Scholar and Director of Assessment at the American Association for Higher Education (AAHE) she has earned several invitations to lecture at colleges and universities and has also received the Lindback Award for Distinguished Teaching. Currently, Dr. Maki serves as a faculty member at AAC&U’s Institute on General Education and Assessment and teaches graduate-level seminars focused on assessment.



**STRATEGIES FOR  
SUPPORTING THE  
DEVELOPMENT OF HIGH-  
QUALITY SERVICE-LEARNING**

**OPTIONS FOR  
TECHNOLOGY-BASED  
ASSESSMENT: Current  
and Emerging  
Possibilities**

**Other Affiliate Members**

Luzerne County Community College  
Maryville University of St. Louis  
Michigan State University  
Midland Lutheran College  
North Central Michigan College  
Trident Technical College



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**REGISTRATION INSTRUCTIONS**

The conference registration form can be found on page 7 of this brochure and on our website at [www.collab.org](http://www.collab.org). Please complete all sections of the form and return it with payment. If using the online registration form, complete, print, sign, and mail or fax it with your payment. To help with scheduling and planning, remember to indicate preferences for concurrent sessions. Save \$50 when you register by the Early Bird postmark deadline, January 27, 2010!

**CONFERENCE REGISTRATION REFUND POLICY**

Registration fees paid in advance are refundable (less a \$50 cancellation fee) if written notice is received by February 12, 2010. Refunds cannot be made after that date unless the request is accompanied by written notification from a licensed medical professional. All refunds will be issued after the conference.

**CONFERENCE CANCELLATION POLICY**

It is unlikely that the conference would be cancelled due to inclement weather. We are bound by hotel policies and are still billed for catering and room charges. We regret that we cannot reimburse registrants in the event of bad weather.

**HOTEL ACCOMMODATIONS**

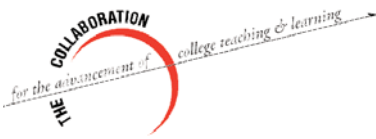
Make your hotel reservations by contacting the Sheraton Bloomington Hotel, 7800 Normandale Boulevard, Bloomington, MN 55439, (866) 837-4278. To receive the discounted conference rate of \$114 for Standard Rooms (South Tower), \$144 for the Deluxe Rooms, or \$164 for Club Concierge Rooms; make your reservations by January 28, 2010, and identify yourself as a Collaboration conference participant. To guarantee your room for late arrival, the hotel requires payment for the first night or credit card confirmation. If you must cancel your reservation, do so prior to 6:00 p.m. on the scheduled day of arrival or you will forfeit the first night's room and tax deposit. If you plan to depart earlier than your check-out date, inform the hotel staff of your plans at or before check-in to avoid being charged a \$50 early departure fee. Note: The Sheraton no longer provides a shuttle service to/from the airport.

**VISIT THE CONFERENCE BOOKSTORE**

Augsburg College will provide a bookstore, operated by Barnes & Noble, which will be open throughout the conference, with an assortment of books related to the conference theme and topics in higher education. This is an opportunity to stock up on resources to support improved teaching and learning. The bookstore accepts checks and major credit cards.

**HELP US FOSTER A PAPERLESS SOCIETY**

In an effort to help foster better ecological practices, The Collaboration for the Advancement of College Teaching & Learning is focusing on steering campus representatives to electronic resources. This brochure, for the first time, will be widely disseminated online. Please help us make a less paper-based society by forwarding this brochure to any faculty, or administrators on your campus that might be interested in our November 2009 conference.



**INDIVIDUAL  
REGISTRATION FORM**

**EARLY BIRD POSTMARK  
DEADLINE:  
JANUARY 27, 2010  
(Save \$50!)**

*Conference fee includes Friday lunch and reception; Saturday continental breakfast and breaks, and all programming and session materials. Separate registration required for preconference workshops and Faculty Developers' Breakfast Session.*

*Registration is complete on receipt of full payment; sorry, we cannot accept email registrations, purchase orders, or split registrations. Fax registrations accepted for credit card registrations only. Refer to page 6 for refund policies.*

*To register for the conference, please return this form with your check or money order payable to The Collaboration or with your credit card information.*

**Note:**

*\*Other Affiliate Members are institutions outside the five-state region of Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin that are not HBCUs, tribal colleges, or Hispanic-Serving Institutions.*

*\*\*The group discount applies to full conference faculty or staff registrations from member institutions only. (\*\*Note: One-day registrations do not qualify for this discount.) To receive the discount, all registrations must be submitted together by the faculty development coordinator, along with the cover sheet listing all participants and full payment.*

**Send to:**

Collaboration Conference  
2356 University Ave. W., Ste. 230  
St. Paul, MN 55114  
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For more information, contact The Collaboration at (651) 646-6166, or e-mail us at collab@collab.org

# REGISTRATION

## ASSESSMENT FOR THE CHANGING LEARNING ENVIRONMENT

**NAME** (Dr./Mr./Ms.) \_\_\_\_\_ **BADGE NAME** \_\_\_\_\_  
**TITLE** \_\_\_\_\_ **DEPARTMENT** \_\_\_\_\_  
**INSTITUTION** \_\_\_\_\_  
**STREET** \_\_\_\_\_  
**CITY, STATE, ZIP** \_\_\_\_\_  
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**DISCIPLINARY AREA** (check)     Humanities     STEM     Arts     Social Sciences  
     Education     Health Sciences     Other \_\_\_\_\_  
**PLEASE NOTE ANY SPECIAL PHYSICAL OR DIETARY REQUIREMENTS** \_\_\_\_\_

**PLEASE SIGN HERE IF WE MAY NOT USE YOUR IMAGE IN MARKETING OR PROMOTIONAL MATERIALS**

To help with planning, check to indicate your preference for concurrent sessions (titles on page 5):

<b>SESSION I:</b> (choose one)	<b>SESSION II:</b> (choose one)	<b>SESSION III:</b> (choose one)	<b>SESSION IV:</b> (choose one)
<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
<input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G	<input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G	<input type="checkbox"/> E	<input type="checkbox"/> E <input type="checkbox"/> F

## CONFERENCE REGISTRATION FEES

(see pages 3 and 5 for member institutions; see note\* in the left column of this page for explanation of types of members)

	<b>REGIONAL, ASSOCIATE, &amp; HBCU, TRIBAL COLLEGE, HSI AFFIL. MEMBER</b>	<b>OTHER AFFILIATE MEMBER*</b>	<b>NONMEMBER</b>
<b>FULL CONFERENCE REGISTRATION</b>			
Faculty or Staff	<input type="checkbox"/> \$285	<input type="checkbox"/> \$295	<input type="checkbox"/> \$370
Graduate or Undergraduate Student	<input type="checkbox"/> \$150	<input type="checkbox"/> \$160	<input type="checkbox"/> \$200
Undergraduate Student Presenter	<input type="checkbox"/> Free	<input type="checkbox"/> Free	<input type="checkbox"/> \$195
<b>ONE-DAY REGISTRATION</b>			
<input type="checkbox"/> Friday Only <input type="checkbox"/> Saturday Only	<input type="checkbox"/> \$230	<input type="checkbox"/> \$235	<input type="checkbox"/> \$295
<b>PRECONFERENCE REGISTRATION</b> (includes continental breakfast)	<input type="checkbox"/> \$75	<input type="checkbox"/> \$75	<input type="checkbox"/> \$95
<i>Please check which preconference session you plan to attend.</i>			
<input type="checkbox"/> [A] Developing and Using Rubrics to Promote Excellence			
<input type="checkbox"/> [B] Online Performance: Strategies for Structuring and Assessing Learning Activities and Assignments			
<input type="checkbox"/> [C] Planning Assessment Backwards to Dive Deeper into Pedagogy			
<input type="checkbox"/> [D] Focus Groups, Surveys, and Rubrics—Oh My			
<b>ROUNDTABLE RECEPTION</b>	<input type="checkbox"/> Free	<input type="checkbox"/> Free	<input type="checkbox"/> Free
<b>FACULTY DEVELOPERS' BREAKFAST SESSION</b>	<input type="checkbox"/> \$29	<input type="checkbox"/> \$29	<input type="checkbox"/> \$36
<b>GROUP DISCOUNTS (full conference, member faculty/staff only)**</b>			
-6 to 10 people	<input type="checkbox"/> -\$15	<input type="checkbox"/> -\$15	<input type="checkbox"/> N/A
-more than 10 people	<input type="checkbox"/> -\$25	<input type="checkbox"/> -\$25	<input type="checkbox"/> N/A

**SUBTOTAL:**

**If postmarked after January 27, 2010, add \$50**

**TOTAL PAYMENT ENCLOSED:**

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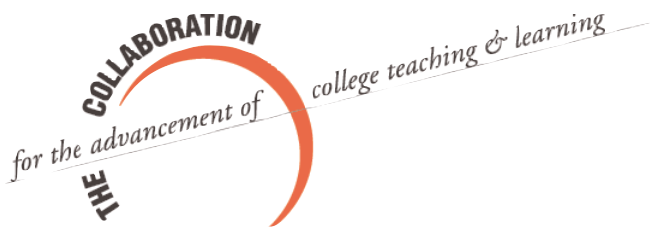
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# PROFESSIONAL *Development Conference*

## Assessment for the Changing Learning Environment February 19–20, 2010

*Register by the January 27, 2010,  
Early Bird Deadline and save!*

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**THE COLLABORATION** for the Advancement of College Teaching & Learning is an institutional membership organization that supports and promotes outstanding college teaching and learning. Accredited nonprofit colleges and universities in Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin are eligible for Regional Membership; those outside the five-state region for Affiliate Membership; and higher education system offices and other nonprofit educational organizations for Associate Membership. For more information on membership and programming, contact The Collaboration.